

Parental Involvement in Schools

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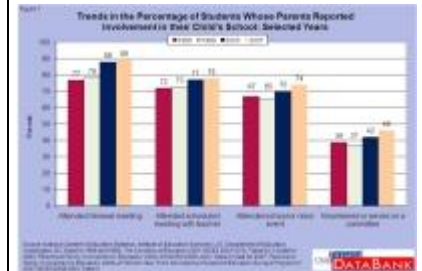
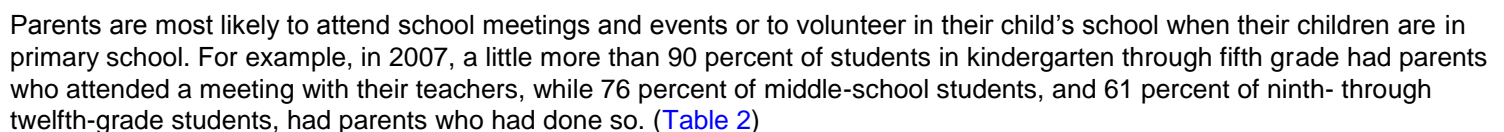


Figure 1: Percentage of Students Whose Parents Reported Involvement in Their Child's School, Selected Years, 1996-2007

Characteristic	Attended school event				Worked with teacher				Helped with homework			
	1996	1999	2003	2007	1996	1999	2003	2007	1996	1999	2003	2007
All students	75	78	80	82	72	75	78	80	68	70	72	74
Gender												
Male	74	77	79	81	71	74	77	79	67	69	71	73
Female	76	79	81	83	73	76	79	81	69	71	73	75
Race and ethnicity												
White	78	81	83	85	75	78	81	83	71	74	76	78
Black	72	75	77	79	69	72	74	76	65	67	69	71
Hispanic	70	73	75	77	67	70	72	74	63	65	67	69
Asian/Pacific Islander	76	79	81	83	73	76	78	80	70	73	75	77
American Indian/Alaska Native	74	77	79	81	71	74	76	78	68	71	73	75
Native Hawaiian/Other Pacific Islander	72	75	77	79	69	72	74	76	66	69	71	73
Language spoken at home												
English	76	79	81	83	73	76	78	80	70	73	75	77
Other language	70	73	75	77	67	70	72	74	63	65	67	69
Family income												
Less than \$10,000	68	71	73	75	65	68	70	72	62	64	66	68
\$10,000 to \$14,999	70	73	75	77	67	70	72	74	64	66	68	70
\$15,000 to \$24,999	72	75	77	79	69	72	74	76	66	68	70	72
\$25,000 to \$34,999	74	77	79	81	71	74	76	78	68	71	73	75
\$35,000 to \$49,999	76	79	81	83	73	76	78	80	70	73	75	77
\$50,000 or more	78	81	83	85	75	78	81	83	71	74	76	78

Table 1: Percentage of Students In Grades K-12 Whose Parents Reported Involvement in Their Child's School, by Type of Involvement and Selected Characteristics, 1996, 1999, 2003, and 2007



Hispanic and black students were less likely than white students to have parents who attended school events or who volunteered their time. Sixty-five percent of both Hispanic and black students had parents who attended school events, while 80 percent of white students had parents who had done so. Thirty-two percent of Hispanic students and 35 percent of black students had parents who volunteered their time, compared with 54 percent of white students. ([Table 1](#))

Differences by Parental Education

Parents with higher levels of education and income are more likely to be involved in their children's school. For example, in 2007, more than 80 percent of students whose parents had a Bachelor's degree or higher had parents who attended a school event, compared with 48 percent for students whose parents had less than a high school education. ([Table 1](#))

Differences by Poverty Level

Parents of students living in a household above the poverty level are more likely to be involved in school activities than parents of children living in a household at or below the poverty line. For example, in 2007, 51 percent of parents of children living above the poverty line acted as volunteer or served on a committee at their child's school, compared with 26 percent of parents of children living at or below the poverty line. ([Table 2](#))

Differences by Parents' Language

Parents who do not speak English (parents who did not learn English as a child and currently speak a non-English language in the home) are less likely than other parents to attend a general school meeting or school event, or to volunteer or serve on a committee. For example, in 2007, 57 percent of parents who do not speak English reported attending a school event, compared with 63 percent of parents where one parent does not speak English, and 77 percent of parents who both spoke English. There were no significant differences by parents' language status, however, for the percentage that attend scheduled meetings with the teacher. ([Table 2](#))

State and Local Estimates

None available.

International Estimates

None available.

National Goals

The No Child Left Behind Act, signed into law January 2002, aims for all children achieve academic proficiency and gain the educational skills necessary to succeed later in life. The law mandates that parents be informed on how they can be involved in school improvement efforts, and be provided with report cards of schools in their district to help guide their involvement. Schools and education agencies are required to disseminate literature on effective parent involvement, and schools receiving Title I funding must have written policies, annual meetings, and training on parental involvement, and re-evaluate and revise their strategies when needed.

For more information on the requirements see ["No Child Left Behind: A Parent's Guide"](#) .

What Works to Make Progress on This Indicator

Increasing parental involvement in school can be challenging, particularly when the families concerned are economically disadvantaged, or do not have English as their primary language. Low-income parents' involvement in school may be hindered by transportation difficulties, chronic health conditions, or conflicts with work schedules, while parents whose primary language is not English may not feel able to participate in school activities, or may belong to a culture where questioning teachers is not a norm.¹⁰

Schools have employed several strategies to increase parental involvement in school, ranging from extensive promotion of events such as “back to school” nights, to school-based cultural events in areas with large immigrant populations. Large-scale initiatives, such as the community schools movement, are also designed to increase disadvantaged families' involvement in school by making the school a hub of social services for the neighborhood. However, few studies have rigorously evaluated the effects of such programs on parental involvement. A recent report from the Center for American Progress provides suggestive evidence from studies of several successful community schools that these types of schools positively impact parental involvement.¹²

Related Indicators

[Parental Expectations for Children's Academic Achievement](#)

[School Communication in Parents' Native Language](#)

Definition

Parental involvement in school is defined as parent reported participation at least once during the school year in attending a general school meeting; attending a scheduled meeting with their child's teacher; attending a school event; or volunteering in the school or serving on a school committee.

Data Sources

Data for 2007: U.S. Department of Education, [National Center for Education Statistics](#). Parent and Family Involvement in Education, 2006–07 School Year, (NCES 2008-050, Washington, DC. Table 3.

Data for 2003: U.S. Department of Education, [National Center for Education Statistics](#). Parent and Family Involvement in Education: 2002-03. Washington, DC: U.S. Government Printing Office, 2005: Table 3.

Data for 1996 and 1999: U.S. Department of Education, [National Center for Education Statistics](#). The Condition of Education 2001, NCES 2001–072, Washington, DC: U.S. Government Printing Office, 2001: Table 54-1

Raw Data Source

U.S. Department of Education, National Center for Education Statistics. [National Household Education Surveys \(NHES\): Parent and Family Involvement in Education Survey](#)): .

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¹Henderson, A.T., and Berla, N. (1994). A new generation of evidence: The family is critical to student achievement. Washington, DC: National Committee for Citizens in Education.

²Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40 (no. 3), 237-269.

³Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42, (no. 1), 82-110.

⁴Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement: The influence of school- and individual-level factors on academic achievement. *Education and Urban Society*, 40, (Number 2), 179-204.

⁵Nord, C. W., Brimhall, D., and West, J. (1998). Fathers' involvement in their children's schools. U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubs98/fathers/>

⁷Nord, C. W. and West, J. (2001). Fathers' and mothers' involvement in their children's schools by family type and resident status. U.S. Department of Education, National Center for Education Statistics. Retrieved from: <http://nces.ed.gov/pubs2001/2001032.pdf>

⁸Hill, N., and Taylor, L. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science*, 13, No. 4, 161-164.

⁹Zill, N., and Nord, C. W. Running in place: How American families are faring in a changing economy and individualistic society. Washington, DC: Child Trends, 1994.

¹⁰Tschannen-Moran, M. and Hoy, A. W. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education*, 23, (Issue 6), 944-956.

¹¹Tinkler, B. (2002, March, 25). A review of literature on Hispanic/Latino parent involvement in K-12 education. Retrieved from ERIC database (D469134). Retrieved from: <http://www.eric.ed.gov/PDFS/ED469134.pdf>

¹²Bireda, S. (October, 2009). A look at community schools. Washington, DC: Center for American Progress.

Resource: <http://www.childtrendsdatabank.org/?q=node/186>